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Curriculum materials developed through the cooperative efforts of the state supervisors, teacher-educators, homemaking teachers, and college child development specialists, are organized in terms of behavioral outcomes for the beginning, intermediate, and advanced levels, and contain generalizations with supporting content, suggested teaching plans, and reference lists. Subject matter areas are: (1) A Case for Teaching Child Development, (2) Values, (3) Development of Self, (4) Interpersonal Relationships, and (5) Family-Community Interaction. A color coded arrangement designates instructional level, behavioral outcomes and generalizations for the unit, teacher plan or references, information and the appendix. The appendix contains: (1) Guidelines for Organizing and Conducting a Play School, (2) Guidelines for Observations, (3) Suggestions for Developing a Unit on Babysitting, (4) Using Minute Dramas, Case Studies and Case Situations, (5) Creative Expression Materials, (6) Books, Pamphlets, and Bulletins, Periodicals, and (7) Films, Filmstrips, and Transparencies. (FP)

C.1

Guidelines For Teaching

Child Development

HOME AND FAMILY LIFE EDUCATION
DIVISION OF VOCATIONAL EDUCATION
OLYMPIA, WASHINGTON

VT005618

H. E. Bul. #33

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GUIDELINES FOR TEACHING CHILD DEVELOPMENT

In Junior and Senior High School

State of Washington
STATE DIVISION OF VOCATIONAL EDUCATION
Home and Family Life Section
Olympia
1968

5618

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FOREWORD

Curriculum study in Child Development was initiated by the Home and Family Education Teachers' Coordinating Council at the 1965 annual inservice education conference. Miss Bethine Bigej, Director, Nursery School and Associate Professor of Child Development, Montana State University, set the stage for individual and area group work by assisting teachers with identifying appropriate concepts and subject matter; and with methods of teaching.

Study was continued in area teacher groups and in college summer session courses. At a one-week workshop held in June, 1967, representatives from the sixteen area groups arranged these guidelines.

Suggested teaching plans and/or resource units have been provided for each generalization to illustrate how the content can be structured to provide learning experiences. Each teacher's teaching plans will vary, depending upon the resources available, and the needs of students and their families.

Marianne Andrews, Director
Home and Family Life Education

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STATE DIVISION OF VOCATIONAL EDUCATION

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A CASE FOR TEACHING CHILD DEVELOPMENT

Forces in Society that Affect Children	Effect of These Forces on Families and Children	Some Implications for Teaching Child Development
Families on the move.	Families lose contact with family and friends.	Help students understand that the influence on the development of a child on non-family members may be greater than that of family members, due to mobility.
Medical advances.	Decreased infant and maternal mortality.	Help students understand that adequate prenatal and postnatal care helps to assure health of the mother during and following pregnancy and increases the probability of having healthy children.
Rapid accumulation of medical and social research.	Greater opportunities for handicapped to function.	Help students become aware of resources available to allow the handicapped to develop to their fullest potential.
	Lag between research and practice in care for mothers and babies, and child rearing practices.	Help students interpret data on medical advances as it relates to birth control, pregnancy, nutrition, childhood diseases and immunization.

A CASE FOR TEACHING CHILD DEVELOPMENT
(continued)

Forces in Society that Affect Children	Effect of these Forces on Families and Children	Some Implications for Teaching Child Development
Advances in Technology.	Radio - Television around the world. Phones in Common Use. Printed Materials.	Help students recognize the postive and negative role the mass communication system may have on a child's development.
	More hazards in modern homes and community.	Help students identify potential hazards to children in the home and community and work with community services toward prevention.
More Working Mothers.	Increased need for parent substitutes.	Help students develop criteria for selecting day care facilities and/or substitute parents.
	Changes in the roles of men and women.	Help students understand that changes in our society have placed different emphasis on the roles and responsibilities of family members.
Selective Service.	More fathers absent from home -- uncertain return.	Help students recognize the adaptations needed for nurturing of children when the family is disrupted by military obligations.

Shifts in social attitudes	Teenage marriages	Help students understand that health practices during adolescence may affect one's ability to have healthy children.
	Trend toward more early childhood education.	Help students to become aware of the influence of early experiences in the development of intellectual skills as well as helping them to see that parents are in a position of providing the "head start."
	Community agencies have increasing responsibility for child development and care.	Help students become aware of community resources related to child welfare, health and education.

WASHINGTON HOME AND FAMILY LIFE TEACHERS BELIEVE THAT:

Students need guidance in learning about the growth, development and behavior of children.

Child guidance is a family function; however, the school and community have a responsibility of educating both boys and girls for parenthood.

The approach for teaching child development must be based on a deep sense of respect for each human being.

Through understanding children, students may be helped toward self understanding.

Actual contact with children is essential as a means of making this area of study meaningful to students.

Teachers need to help students develop insight and understandings rather than merely amass specific facts.

KEY TO USING THE GUIDELINES

These guidelines are built around a framework of Behavioral Outcomes at the Beginning, Intermediate, and Advanced Levels. Generalizations with supporting content have been identified for each Behavioral Outcome. Suggested teaching plans, and/or resource sheets of references for developing teaching plans, have been provided for all generalizations.

COLOR CODE:

- White - General Information
- Buff - Summary of Behavioral Outcomes and Generalizations
- Green - Beginning Level
- Pink - Intermediate Level
- Yellow - Advanced Level
- Blue - Appendix

SYMBOLS:

- (P) on summary sheet - Suggested teaching plan included.
- (R) on summary sheet - Suggested resources for developing a teaching plan.
- (number) - Indicates pamphlet or bulletin. Sources listed in appendix.
- (letter) - Indicates film, filmstrips, or transparencies. Sources listed in appendix.

BOOKS AND PERIODICALS: Complete reference for books and periodicals listed in appendix.

SUMMARY OF BEHAVIORAL OUTCOMES AND GENERALIZATIONS

BEGINNING	Page	INTERMEDIATE	Page	ADVANCED	Page
I. VALUES		A. RECOGNIZE HOW ONE'S VALUE SYSTEM MAY BE FORMED.		→	
		Values are developed from early and continued experiences in the family, with peer groups, and in the community. T&R	55-57	→	55-57
II. DEVELOPMENT OF SELF					
A. UNDERSTAND THAT EACH INDIVIDUAL DIFFERS IN HIS POTENTIALITIES, INTERESTS, AND ABILITIES.		→		→	
1. A child's heredity may determine the capacity within which he can develop; environment influences the development that actually takes place. T	21-22				
		2. Since every individual, every family and every society is unique, the process of socialization is different for each individual. R	58	→	58

SUMMARY OF BEHAVIORAL OUTCOMES AND GENERALIZATIONS (continued)

BEGINNING	Page	INTERMEDIATE	Page	ADVANCED	Page
B. IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.		→		→	
1. To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential. T & R	23-25	1. To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential. T	59		
2. There is a universal and irreversible pattern of human development which is continuous and proceeds in an orderly sequence and each individual is unique in his rate of development. T	27-32	→	27-32	2. There is a universal and irreversible pattern of human development which is continuous and proceeds in an orderly sequence and each individual is unique in his rate of development. T	75-77
				3. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau. T	78-79
				4. The human organism has a great capacity for physical, emotional, and social self-repair. T & R	80-83

		5. Social development results from a continuous interaction of the individual and his widening environment. T & R	60-63		
6. Health habits during childhood and adolescent years may contribute to ability to have healthy children. R	33	→	33		
				7. Adequate prenatal and postnatal care helps to assure the health of the mother during and following pregnancy and increases the probability of having health children. R	84-85
C. GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.		→		→	
1. There are different types and techniques of guidance. (For additional information, see "Guidelines for Teaching Family Relationships, " II. C. 1.) R	34-35				
2. When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior. T	36	→	36		

SUMMARY OF BEHAVIORAL OUTCOMES AND GENERALIZATIONS (continued)

BEGINNING	Page	INTERMEDIATE	Page	ADVANCED	Page
C. GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)		→		→	
		3. Situations conducive to development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity. R	64	→	64
				4. An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control with increasing opportunity for making choices. T & R	86-88
		5. Acceptable behavior in each culture is dependent upon its child-rearing practices. T	65-66		
6. Each child responds in terms of what he understands and how he interprets his previous experiences. T & R	37-39				

7. A child learns roles, attitudes and values by imitating (modeling) those around him. T	40-42				
8. An environment which provides sensory and motor activities promotes intellectual development. T	43				
9. Through use of play materials a child can develop his imagination, as well as develop social skills and attitudes. T & R	44-45				
10. Play aids in development of motor skills and coordination. T	46				
11. Attitudes toward food may be dependent upon family food patterns and how food is prepared and served. T	47-48				
12. Adequate physical care contributes to the well-being of children. T	49-53				
		III. INTERPERSONAL RELATIONSHIPS			
		A. ANALYZE THE RESPONSIBILITIES INVOLVED IN BEING A PARENT.			
		The addition of children in the home necessitates many family decisions. T	67-71	→	67-71

SUMMARY OF BEHAVIORAL OUTCOMES AND GENERALIZATIONS (continued)

BEGINNING	Page	INTERMEDIATE	Page	ADVANCED	Page
III. INTERPERSONAL RELATIONSHIPS (continued)					
		B. IDENTIFY CHARACTERISTICS OF SATISFYING PARENT-CHILD RELATIONSHIPS. The needs of parents and children are sometimes complementary and at other times conflicting. R	72		
C. ACCEPT, ENJOY, AND BE INTERESTED IN CHILDREN (INCLUDING BROTHERS AND SISTERS.) Each individual family member affects and is affected by his family. T	54			Each individual family member affects and is affected by his family. R	89
		D. RECOGNIZE HOW FORCES OF SOCIETY MAY AFFECT FAMILY ROLES AND INFLUENCE RELATIONS WITHIN THE FAMILY. Changes in our society have placed different emphasis on the roles and responsibilities of family members. T	73-74	→	73-74

IV. FAMILY - COMMUNITY INTERACTION					
			A. RECOGNIZE HOW THE COMMUNITY AFFECTS THE WELFARE OF CHILDREN.		
			Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith. T	90-91	90-91

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	BEGINNING
Behavioral Outcome	The student will be better able to UNDERSTAND THAT EACH INDIVIDUAL DIFFERS IN HIS POTENTIALITIES, INTERESTS, AND ABILITIES.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
A child's heredity may determine the capacity within which he can develop; environment influences the development that actually takes place. Content: Inherited traits, i.e., physical traits, capacity to learn. Environmental factors, i.e., family culture, peers, community, school.	Bring a baby picture of yourself and one of your parents (as a child or recent picture). Place on bulletin board under "Children," "Parents." Use a caption such as Who's Related to Whom? In groups, match child pictures with parent pictures. Explain why you paired them. Write out definition for the following terms: inherited environment genes Discuss the meaning of these terms. Read references on heredity and environment, (Baker and Fane 13-18). Discuss why children are different. Discuss how environment may influence one's development. Discussion: Refer to pictures -- why did you pair them? In what other ways are you like your parents? (friendliness, temperament, quietness, etc.) What characteristics are inherited or learned?	Your Children's Heredity, (23). Building Self-Confidence in Children, (23). Dictionary Smart and Smart, Living in Families, pp. 33-40, 50-54, 66-71. Baker and Fane, Understanding and Guiding Young Children, pp. 13-18. Hurlock, Child Growth and Development, pp. 24-33. Kawin, Basic Concepts for Parents, pp. 17, 27, 147, (Teacher Reference). Brisbane and Riker, The Developing Child.

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING

Behavioral Outcome The student will be better able to UNDERSTAND THAT EACH INDIVIDUAL DIFFERS IN HIS POTENTIALITIES, INTERESTS, AND ABILITIES. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	List all characteristics on the chalk board under titles "Inherited Characteristics" and "Environmental Influences." (Use <---> for characteristics influenced by both.) Find a newspaper clipping on children or teenagers who have won an award, have excelled, or have been brought before court. Debate or discuss influential forces that may have led to circumstances related in the article. Write on: Some Talents I have and Some Things I'd Like to Do Better. Identify reasons why you may have these talents -- or lack of talents. Read case histories of the Brown, Johnson, and James Families: If you were a member of each family, what plan for reaching goals for the 4 children would you help form? By committees, evaluate plans. Make a statement that expresses your understanding of the relationship of heredity and environemnt to the development of an individual.	Examples of case histories: 1. The Brown family has a four year old boy, Tony. Mr. Brown is eager to have him excell in athletics, particularly football, as he was a fullback at Washington State University. 2. Linda Johnson is three. She is the baby of the family. She has two older brothers. The boys and dad are outdoor enthusiasts; they fish, hunt, and hike. Mrs. Johnson participates in all of these activities -- but her special interests are art and music. She would like Linda to be a musician. 3. The James family have twins, Jody and Jim, who are five. Dr. James would like both children to have an education in medicine.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential. Content: Basic needs Physical food clothing shelter activity Social-emotional, affection Intellectual, role of Experiences Potential, meaning of	In groups, list the basic needs of individuals; compile a master list of group findings. Read references to determine accuracy of list. Complete bulletin board, "What makes children bloom?" Identify reasons why it is important for a child to have these basic needs met. Define potential. Illustrate definition of potential in skits or role playing situations. Examine the following questions: Can needs change with stages? Which needs do you feel would be most difficult for a parent to help a child meet? Role play a situation in which a child's need is not being met. Make a plan for helping to meet the child's need. Summarize by writing a general statement about the relationship between fulfillment of basic needs and development of one's potential.	Gardner, Development in Early Childhood, The Preschool Years, pp. 18-19, (Teacher Reference). Duvall, Family Living, Chapter 4. Rhodes and Samples, Your Life In the Family. Cross, Enjoying Family Living, Chapter 7. Smart and Smart, Living In Families, Chapter 2. "Roots of Happiness," (K).

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING

Behavioral Outcome The Student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential. Content: Basic needs Physical food clothing shelter activity Social-emotional, affection Intellectual, role of experiences Potential, meaning of	Smart and Smart, Living in Families, pp. 40-49. Duvall, Family Living, pp. 60-72. Baker and Fane, Understanding and Guiding Young Children. "Meeting Emotional Needs in Childhood," (K). "A Child Went Forth," (J).	Kawin, Basic Concepts for Parents, pp. 10-51. Read, The Nursery School--A Human Relationships Laboratory, pp. 13-14, 110-111, 120-121, 152, 160, 169-170, 173-174. Bigej, Basic Needs of Young Children, 1965 Home and Family Life Teacher's Conference. (next page)

BASIC NEEDS OF YOUNG CHILDREN

If I were a Child:

1. I should like to play in safe and sheltered places.
2. I should like to play with clay.
3. I should like to play with sand.
4. I should like to play with paint.
5. I should like to play with water.
6. I should like to make music.
7. I should like to laugh.
8. I should like to occasionally use my fingers, too.
9. I should like a quiet place where I could sleep.
10. I should like a quiet place just to rest.
11. House furnishings would be adjusted to fit my size.
12. I should like to play with others my age.
13. I should like to learn for myself that other people live and have feelings too.
14. Sometimes it would be nice just to be alone by myself.
15. I should like to know friendly grown-ups.
16. I should like to have loving parents.
17. Oh, yes, I should like to learn to eat at my own speed.

Used by Beth Bigej
1965 Home and Family Life Teacher's Conference

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING or INTERMEDIATE

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
There is a universal and irreversible pattern of human development which is continuous and proceeds in an orderly sequence and each individual is unique in his rate of development. Content: Characteristics of children at various stages and ages: physical social emotional intellectual Patterns of Development continuous orderly general and specific, e.g., large motor skills to small motor skills, simple to complex Unique Rate of Development	Read about physical development. Observe children in the neighborhood, in a play school or at home--infants to 6 years of age. Look for physical development (such as structure, height, proportions, and muscular coordination). Discuss observations in light of how each child develops in a different way. Read "What George Did" in Living and Learning with Children. Identify stages of George's physical development as revealed in the story with that of children you know of the same and of different ages. Think of a physical skill that you learned recently, (such as skiing, tennis, driving, a new dance step). In what ways were you like George who is learning to walk? Compare length of time it took to develop your skill as compared to one of your friends. Cite an example of a child who seems fast or slow in his physical development.	Shuey, Woods, and Young, Learning About Children, pp. 94-95. Brisbane and Riker, The Developing Child, pp. 84-87, 171-174, 262-264, 270. Your Child from One to Six, (24). Gardner, Development in Early Childhood, The Preschool Years, pp. 212-245, (Teacher Reference). Smart and Smart, Living and Learning with Children, pp. 122-126. Hatcher and Andrews, Adventures in Home Living, pp. 453-454. Taking Care of a Pre-School Child, (28).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING or INTERMEDIATE

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Look at pictures of children of different ages which show them in physical activity. Evaluate for stages of growth. On a chart, "A Word Picture of Preschool Children," record growth patterns. Read about social development of the young child. Define what is meant by social development.	Brisbane and Riker, The Developing Child, pictures throughout the book. Dittoed charts for students, "A Word Picture of Preschool Children." (at end of plan) Craig, Thresholds to Adult Living, pp. 261-274. Shuey, Woods, and Young, Learning About Children, pp. 142-149. Your Child From One to Six, (24). Brisbane and Riker, The Developing Child, pp. 144-148, 211-215, 289-293, 367-370.
	Observe Film. Record ways in which children are playing. Identify social growth patterns revealed in the film.	"Understanding Children's Play," (G).

On the chart, "A Word Picture of Preschool Children," record social growth patterns.	Chart "A Word Picture of Preschool Children." (at end of plan)
Read about emotional development.	Gardner, Development in Early Childhood, The Preschool Years, pp. 104-107, 224-249, (Teacher Reference).
	Brown and Plihal, Evaluation Materials for Use in Teaching Child Development, p. 68, (Teacher Reference).
	Smart and Smart, Children: Development and Relationships, pp. 181-231.
	Brisbane and Riker, The Developing Child, pp. 119-144, 197-211, 281-289, 361-367.
Define emotion and emotional development.	Your Child from One to Six, (24).
View film, "Meeting Emotional Needs in Childhood," or "Children's Emotions."	"Meeting Emotional Needs in Childhood," (K).
	"Children's Emotions," (K).
Write a paragraph showing how children express the following emotions in the film: anger, curiosity, joy, fear, hate, jealousy.	
Identify emotional growth patterns revealed in the film. On the chart, "A Word Picture of Preschool Children," record emotional growth patterns.	Preschool Guide, (7).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING or INTERMEDIATE

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Read about intellectual development.	Gardner, Development in Early Childhood, The Preschool Years, pp. 194-223, (Teacher Reference).
	Define intelligence and intellectual development. Give examples of ways children show a stage of intellectual development (memory, attention span, problem solving ability, degree of verbalization).	Brisbane and Riker, The Developing Child, pp. 151-164, 229-245, 307-315, 382-396.
	Observe children to note how a stage of intellectual development is revealed by children of specific ages.	Children at home, in play school, or nursery school.
	Identify growth patterns in intellectual development.	
	Record intellectual growth patterns on chart.	
	View film, "Terrible Twos and Trusting Threes," and/or "Frustrating Fours and Fascinating Fives," or "Long Time to Grow." Discuss examples in the film(s) which illustrate social, emotional, intellectual, and/or physical development.	"Terrible Twos and Trusting Threes," (K). "Frustrating Fours and Fascinating Fives," (K). "Long Time to Grow," (J).

Read case situations such as "Young Children at Play," and "What George Did," in Living and Learning with Children. Analyze what children did according to stage of growth. Tell how individual differences in children are illustrated by how they react to similar situations, i.e., receipt of a gift, demonstration of affection, scolding, etc.

Smart and Smart, Living and Learning with Children, pp. 122-124, 130-144.

Plan for students to observe young children at home or in the community and to note examples of social, emotional, intellectual, or physical development.

Divide girls into groups according to the age of children they observed. Have each group discuss their respective observations and compile a list of similar characteristics for each age group. Have each group present a panel discussion of their observations. Begin with the group who observed the youngest and proceed to the oldest.

Role play showing five to eight year olds at play. Discuss how this play shows physical, social, emotional, and intellectual development.

Smart and Smart, Living and Learning with Children, pp. 146-154.

Summarize information by means of pictures which show stages of development of children 1 to 6 years of age (physical, emotional, social, and intellectual).

A WORD PICTURE OF PRESCHOOL CHILDREN

	Two Year Old	Three Year Old	Four Year Old	Five Year Old
Physical Development	"Whole body action"			
Intellectual Development				
Emotional Development				
Social Development				

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING or INTERMEDIATE

Behavioral Outcome The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Health habits during childhood and adolescent years may contribute to the ability to have healthy children. Content: Food habits Exercise Sleep Social practices drugs promiscuity - V.D. alcohol	What to Eat, (15). Leverton, Food Becomes You.	Adolescence as an Opportunity for Primary Prevention, (25). Nutrition in Pregnancy, (1). Martin, Roberts' Nutrition Work With Children, pp. 216-218. Use current references.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATIONS(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
There are different types and techniques of guidance. Content: Types of guidance democratic authoritarian laissez faire Techniques of guidance positive approach reinforcement of positive behavior realistic limits changing environment Types of parents dominant, over-protective indulgent, over-protective rejecting with constraint rejecting with neglect (Beth Bigej)	Baker and Fane, Understanding and Guiding Young Children, pp. 138-157. Child Guidance Techniques, (27). Good Ways to Guide Your Child's Behavior, (11). Observation of Children. Participation in a play school.	Bigej, Types of Parents Who Guide Children, (next page). Read, The Nursery School -- A Human Relationships Laboratory, Chapter 9. Hymes, The Child Under Six, Chapter 28-29. Hawkes and Pease, Behavior and Development from 5 to 12, pp. 276-288. Smart and Smart, Living and Learning with Children, pp. 403-415. Hurlock, Child Growth and Development, pp. 558-578. Landis and Landis, Personal Adjustment, Marriage, and Family Living. Discipline, (4).

TYPES OF PARENTS
as Presented by Beth Bigej
Summer Conference 1965

+ MAXIMUM
− MINIMUM

LOVE + and AUTHORITY + may equal		LOVE + and AUTHORITY − may equal	
OVERPROTECTIVE PARENT	CHILD	INDULGENT, OVERPROTECTIVE PARENT	CHILD
makes all decisions overprotective anxious approval overshadows disapproval uses love as a device to withhold love anxious for child to succeed	anxious rebellious apprehensive angry waits for specific directions may not be able to express his feelings seeks praise fearful of failure follower	babies, coddles smothers emotional rather than rational gives in rather than deny easy mark - push over shows verbal anxiety	egocentric selfish "spoiled" whines, cries easily talks baby talk demands own way difficult to share
LOVE − and AUTHORITY + may equal		LOVE − and AUTHORITY − may equal	
REJECTING WITH CONSTRAINT PARENT	CHILD	REJECTING WITH NEGLECT PARENT	CHILD
promises to love when: --child is good --child is clean --child does well expects child to tow mark uses harsh punishment - spanking to beating expects child to make right decisions makes a fetish of self-sacrifice for good of child	silent sullen dares not express feelings learns early to control does not show initiative feels he must justify what he does accepts punishment follows directions fearful of consequences	hostile toward child critical unaffectionate quarrelsome resentful disapproving and emotionally distant allows child extraordinary freedom, if child doesn't get in way	potential delinquent feels unwanted, alone, unworthy can't succeed uncomfortable in the presence of own parents can't communicate can't share

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING or INTERMEDIATE

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior. Content: Elements of satisfactory experiences making desirable behavior interesting positive reinforcement developing self-confidence	Read references on development of behavior patterns. Record the "big ideas." Discuss the "big ideas." Describe experiences you have had or things people have said to you which influenced the way you behaved. Analyze your experiences and identify positive approaches and negative approaches. Examine why the behavior was interesting and enjoyable. Read short case situations involving children's behavior and propose a solution using a positive approach. (See Baker and Fane, pp. 153-157, and Child Guidance Techniques, pp. 11-13.) Evaluate the approaches you have suggested in terms of the big ideas discussed in class and how the child might incorporate the experience into the way he behaves.	Brisbane and Riker, The Developing Child, pp. 243-245. Baker and Fane, Understanding and Guiding Young Children, Chapter 5, pp. 153-157. Landis and Landis, Personal Adjustment, Marriage, and Family Living, pp. 323-330. Good Ways to Guide Your Child's Behavior, (11). Child Guidance Techniques, (27).

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	BEGINNING
Behavioral Outcome	The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Each child responds in terms of what he understands and how he interprets his previous experiences. Content: Ways children learn to understand. Types of responses - ways of responding: anger frustration affection fear cooperation withdrawal Value of reinforcement Choice of experiences	Watch children in a situation such as: group play -- play school, kindergarten, nursery with mother as she performs household tasks. Record directions you hear given the child and note his reaction. Read case studies which illustrate differing response to the same situation. Discuss case studies using these questions: What did the child do? What did the child say? How was the child responding? Recall similar personal experiences in play or mother-child household situations. Read references on how children learn through activities. Identify how the adults you have observed and have read about help children as they learn.	Smart and Smart, Living and Learning with Children, pp. 182-230. Smart and Smart, Living and Learning with Children, pp. 86-98. Baker and Fane, Understanding and Guiding Young Children, pp. 161-204.

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING

(continued from preceding page)

List ways which seem to be successful in helping children learn.

In groups, plan to help a child tie shoes, dress, go to bed, eat, perform a household task, etc.

Relate experiences -- appraise success.

Plan appropriate extended learnings and report, (role play, booklets, news articles).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Each child responds in terms of what he understands and how he interprets his previous experiences.	Brisbane and Riker, The Developing Child, pp. 18-23, 68-70, 122-124, 465. Baker and Fane, Understanding and Guiding Young Children, pp. 161-204. Smart and Smart, Living and Learning with Children, pp. 86-98.	Brisbane and Riker, The Developing Child, pp. 18-23, 68-70, 122-124, 465.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
A child learns roles, attitudes, and values by imitating (modeling) those around him. Content: Types of Roles: Adult masculine-feminine occupational Identification of role expectations How roles develop: Role expectations develop early. Role expectations develop through imitation. Role expectations change through maturity.	Observe preschool boy and girl at play. Watch what they are doing and listen to what they are saying. Write down what they do and say. Report what you saw that would be "imitative play" of adults at work or play. Discuss: Is there always a difference between what men do and women do? Why? From a group of pictures select one picture of activities you have seen in your observations. Relate what you saw and heard and place pictures under the heading on the bulletin board, How Children Play at Being Adults. Read references on what is meant by "role." Discuss important ideas from reading. Dramatize (in groups) some of the imitative play of children you have observed. Analyze how these play situations help children to learn roles, attitudes, and values.	Miscellaneous pictures of children at play. Shuey, Woods, and Young, Learning About Children, pp. 205-212. Hurlock, Child Growth and Development, pp. 262-272. Baker and Fane, Understanding and Guiding Young Children, pp. 121-122.

Hawkes and Pease, Behavior and Development from 5 to 12, pp. 112-120, 72, (Teacher Reference).

Wylie, A Creative Guide for Preschool Teachers, pp. 61-68.

Hurlock, Child Development, pp. 682-690.

Smart and Smart, Children: Development and Relationships, pp. 293-296, 422-425, (Teacher Reference).

Brisbane and Riker, The Developing Child, pp. 31-32, 75, 76.

Observation of Children in a Home Economics Program, (3), (Teacher Reference).

Kawin, Basic Concepts for Parents, pp. 52-67, (Teacher Reference).

"Roots of Happiness,"(K).

Observe film. Specifically, watch the way children learn about their roles from their parents.

Assemble from cardboard cartons, toys for imitative play (stove, refrigerator, table, crib, house, train, boat).

Invite some preschoolers to class for two days; observe their play with the box toys.

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Evaluate the toys in relation to their popularity. Which ones were used most by the children? Analyze the possible learnings the children may have had as they used the toys. Summarize ideas gained on how children learn by imitating adult behavior.	

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
An environment which provides sensory and motor activities promotes intellectual development. Content: Definition of intellectual development: reason imagination memory action perception curiosity creativity Children learn through senses oral visual hearing touch smell Sensory materials and activities safe to see, touch, smell, taste, and feel.	Touch, taste, smell, listen to a variety of sensory materials, i.e., "silly putty," salt, ice cubes, rocks, fabric, records, finger paint, "super stuff," etc. What were you learning by doing this? How did you feel about your experience? Would you have felt the same way at age two or three? Read several references from the books listed. Define intellectual development. Explain how identified sensory and motor activities help to promote intellectual development. In groups, identify kinds of materials which would provide sensory and motor experiences for an infant, a toddler, and a preschooler. Observe children using a variety of sensory and motor activities in selected situations. Invite mother(s) to bring a baby to class. Observe reactions to colors, music, the mother's voice, etc. Based on observations, develop criteria for selection of sensory and motor materials. Select materials to use in presenting display that interprets the importance of sensory experiences in fostering intellectual development.	Brisbane and Riker, The Developing Child, pp. 151-168, 229-254, 307-336. Baker and Fane, Understanding and Guiding Young Children, pp. 98-103. Shuey, Woods, and Young, Learning About Children, pp. 253-265, 149-156.

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	BEGINNING
Behavioral Outcome	The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Through use of play materials a child can develop his imagination, as well as develop social skills and attitudes. Content: Play equipment and materials kinds uses selection presentation	Read several references from the books listed. Define and give examples of the following types of play: creative, dramatic, social. Groups prepare demonstrations to show types of play materials which might be used in the various areas. Discuss how the play materials could be used. Analyze role of each type of play in developing imagination, social skills, and attitudes. Observe children in one of the following situations and report on how they respond: Playing with large blocks and boxes. Playing with a doll. Playing with old clothes. Singing a song or playing rhythmic games. Finger painting. Compare differences and similarities on how children used the materials. Each group set up criteria for selection of the type of play material they demonstrated.	Smart and Smart, Living and Learning with Children. Fleck, Fernandez, and Munves, Living with Your Family, pp. 217-218. Fleck, Fernandez, and Munves, Exploring Home and Family Living, pp. 256-266. Barclay and Champion, Teen Guide to Homemaking, pp. 406-410. Brisbane and Riker, The Developing Child, pp. 179, 225, 245, 247, 331. Play, Children's Business, (4) Pitcher, Lasher, Feinburg, and Hammond, Helping Young Children Learn.

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	BEGINNING
Behavioral Outcome	The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Through use of play materials a child can develop his imagination, as well as develop social skills and attitudes. Content: Play equipment and materials kinds uses selection presentation	Barclay and Champion, Teen Guide to Homemaking, pp. 406-412. McDermott and Nicholas, Homemaking for Teenagers, pp. 76, 88-94. "The Wonder World of Books," Coed. "A Time to Play," Coed.	Pitcher, Lasher, Feinburg and Hammond, Helping Young Children Learn. Wylie, A Creative Guide for Preschool Teachers. Creating with Materials for Work and Play, (4).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Play aids in development of motor skills and coordination. Content: Large muscle coordination: Kinds of play for How play develops Small, finer muscle coordination: Kinds of play for How play develops	Read selected references on motor development from infancy to school age. Define motor development. List types of motor development. Work in groups to make a chart showing various stages of motor development (for infants, sitter-uppers, two year olds, 3-4 year olds, 5-6 year olds). Use the following form: Age---- Stage of Motor Devel. Activities and Play Materials Bring pictures and examples of play materials. Make an exhibit or a bulletin board on motor development. Observe children in play school, park, school playground, or kindergarten. Report which play materials were most popular with the children. Note child's skill in using the materials. Compare the toys children choose to the chart made in class. Note variation. Prepare a check list to use on a field trip to judge play equipment available for muscle development and coordination. Take a field trip to judge play equipment on basis of criteria.	Brisbane and Riker, The Developing Child, pp. 152, 155-164, 248-251, 346-351. Smart and Smart, Living in Families, pp. 120, 125-126. Play, Children's Business, (4).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Attitudes toward food may be dependent upon family food patterns and how food is prepared and served. Content: Conditions which encourage eating: Atmosphere at mealtime. Preparation and service of food. Attitudes of family members toward food. Family food patterns.	From a list of foods, check the ones you like; dislike; have not eaten. Discuss why foods are liked or disliked. In buzz groups compile descriptions of how attitudes of family members have affected group members' attitude toward food. Report back to class. Describe different family food patterns. Note the various patterns within the community. Describe parts of your diet that may have been affected by family food patterns. Compile suggestions for helping a child learn to help himself while eating. Compile suggestions for introducing new foods to a child. Observe a child while eating. Note age, how much he eats, the extent to which he helps himself. Report to class.	Feeding Little Folks, (15). "Food as Children See It," (C). Foods Your Children Need, (24). Baker and Fane, Understanding and Guiding Young Children, pp. 83-85, 111-112. Brisbane and Riker, The Developing Child, pp. 187-191.

Area of Concentration DEVELOPMENT OF SELF

Learning Level BEGINNING

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Formulate guide for use by a young mother or person who works with children that would help them to foster positive attitudes toward eating. Suggested Extended Learning: Help a young child at mealtime.	

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	BEGINNING
Behavioral Outcome	The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Adequate physical care contributes to the well-being of children. Content: Physical care involves: safety	Bring ordinary household articles that are examples of common hazards to children, such as detergents, cleaners, plastic bags, pills, etc. Display articles and explore each as to possible harmful effects. Mark each hazardous area in each room in an outline of a house. Discuss ways these hazards may be eliminated or alleviated. Read to find additional areas of accidents and possible prevention. Examine the classroom for possible hazards and eliminate these in preparation for the play school, or consider the following situation: Two year old Jimmy will visit his grandmother for a week. Formulate a list of items she should check around the home to make it safe for his visit.	Barclay and Champion, Teen Guide to Homemaking, pp. 411-412. Sitting Safely, p. 6, (9). A Formula for Child Safety, (13). Safety, Your Child's Heritage, (21). When Teenagers Take Care of Children, (24).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Discuss situations where safety might be threatened, i.e., crossing streets, running, fighting, etc. Set up guides for child safety. Suggested Extended Learning: Check home for possible hazards and eliminate as many as possible.	Smart and Smart, Living and Learning with Children, pp. 54-66, 161-167, 170.
Adequate physical care contributes to the well-being of children. (continued) clothing	Read for background on infant's clothing needs. Listen to guest speaker or teacher on infant clothing. Observe infant guest to identify special clothing needs related to his size, motor development and other physical characteristics. Present needs of infant for clothing -- what to buy, minimum purchases, and examples of clothing.	Brisbane and Riker, The Developing Child, pp. 96-100, 109.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Discuss situations where safety might be threatened, i.e., crossing streets, running, fighting, etc. Set up guides for child safety. Suggested Extended Learning: Check home for possible hazards and eliminate as many as possible.	Smart and Smart, Living and Learning with Children, pp. 54-66, 161-167, 170.
Adequate physical care contributes to the well-being of children. (continued) clothing	Read for background on infant's clothing needs. Listen to guest speaker or teacher on infant clothing. Observe infant guest to identify special clothing needs related to his size, motor development and other physical characteristics. Present needs of infant for clothing -- what to buy, minimum purchases, and examples of clothing.	Brisbane and Riker, The Developing Child, pp. 96-100, 109.

	In groups, compile information based on film, observation, reading, interview, etc., on: activities of toddlers which set certain requirements in clothing type and construction; easy care fabrics and construction; clothes that appeal to children -- color, decoration, and self help clothing. Report to class by groups.	Shuey, Woods, and Young, Learning About Children. Brisbane and Riker, The Developing Child, pp. 184-187. Baker and Fane, Understanding and Guiding Young Children, pp. 109, 110.
	Plan a basic wardrobe for a child (specify age) as a class project. Find pictures to illustrate choices.	
	Develop criteria for selection of clothing for infants, preschool and school age children.	
	Evaluate articles of clothing brought in by teacher.	
sleep	Read references on sleep patterns of children.	Hurlock, Child Growth and Development, pp. 185-186.
	Compare sleep needs of different children.	Shuey, Woods, and Young, Learning About Children, p. 196.
	Consider effects of insufficient sleep.	
	Enumerate conditions conducive to rest.	
	Collect and try out ideas which set the stage for quiet times.	Music - records - songs - finger games - stories to read, to tell - poems and rhymes. Brisbane and Riker, The Developing Child, pp. 179-181. Play school, films, teacher, home.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: BEGINNING

Behavioral Outcome: The student will be be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Adequate physical care contributes to the well-being of children. (continued)	Read and discuss personal cleanliness practices which children can be helped to establish.	
cleanliness	Observe someone guiding a child in personal cleanliness practices (washing hands and face, bathing, brushing teeth).	
	Analyze the elements which lead to effective guidance of the child, i.e., equipment directions given attitude of adult	
	Examine philosophies of degree of cleanliness needed by children.	
toileting	Read and discuss important points regarding toileting.	Spock, Baby and Child Care, pp. 245-260.
	Compare various attitudes toward toileting.	Brisbane and Riker, The Developing Child, pp. 192-194.
	Establish guidelines which can help in toilet training.	Baker and Fane, Understanding and Guiding Young Children, pp. 87-99.
	Suggested Extended Learning: help in assisting a child in toileting - report to class.	Shuey, Woods, and Young, Learning About Children, pp. 197-200.

food and nutrition	Review the daily food requirements to determine the foods needed for children.	Food for the Family with Young Children, (24).
	Read references noting food needs for children of different ages.	Barclay and Champion, Teen Guide to Homemaking, pp. 398-404.
	Discuss from references food needs of young children. Discuss how one can tell when a preschool age child is hungry. Relate hunger to behavior.	Feeding Little Folks, (15).
	Construct a flip chart showing "big ideas" for feeding little folks.	Food for Young Children, (15).
	List most accepted foods for children.	Feeding Your Baby During His First Year, (15).
	Plan a day's meals using foods from list.	Foods Your Children Need, (24).
	Prepare a variety of finger foods.	Road to Good Nutrition, (24)
	Plan a meal, prepare the food and demonstrate serving suitable for different ages.	
	Develop criteria for selecting and preparing food for children.	
	Using a food model, set food needed for 24 hours by a certain age child. Evaluate, using criteria developed.	
	Compile suggestions for introducing new foods to a child.	
physical characteristics of a healthy child	Develop a teaching plan related to physical characteristics of a healthy child.	Brisbane and Riker, The Developing Child, p. 88.

Area of Concentration: INTERPERSONAL RELATIONSHIPS

Learning Level: BEGINNING

Behavioral Outcome: The student will be better able to ACCEPT, ENJOY, AND BE INTERESTED IN CHILDREN, (INCLUDING BROTHERS AND SISTERS).

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Each individual family member affects and is affected by his family. Content: Family interaction (effect of one family member on another). parents to each other parents to child among children relatives place in home gifts Habits and attitudes of family members.	From one of the following experiences, make a list of ways younger children imitate other members of the family: Observe speech, mannerisms, etc., used by children while playing with toys. Check ways your own brother or sister imitates other members of the family. Find out from five people other than members of your class as to ways members of their family imitate them. From observations, identify patterns of speech, mannerisms, and food habits. Dramatize these patterns of speech, mannerisms, and food habits (may use puppets, cartoons). Think through your patterns of speech, mannerisms, and food habits that are the same as other members of the family. Decide which are the most desirable ones. Propose ways a less desirable pattern may be changed. Work towards changing a pattern; assess your results.	Gardner, Development in Early Childhood, The Preschool Years, pp. 299-317. Baker and Fane, Understanding and Guiding Young Children, pp. 15-16. Barclay and Champion, Teen Guide to Homemaking, p. 412. Brisbane and Riker, The Developing Child, p. 135. Fleck, Fernandez, and Munves, Exploring Home and Family Living, p. 245. Spock, Baby and Child Care, pp. 357-358. "Child Development: Sibling Relations and Personality," (H).

Area of Concentration VALUES

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to RECOGNIZE HOW ONE'S VALUE SYSTEM MAY BE FORMED.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Values are developed from early and continued experiences in the family, with peer groups, and in the community. Content: Experiences industrial occupational park programs political patriotic school church recreational family peer Attitudes prejudices tolerances for differences	Listen to teacher's illustrated talk based on learning of values, behavior and attitudes, and sources of child's personal value system. Take a forced choice test. Choose values from forced choice tests that may be affected by our community. Describe activities in the community which affect value formation. Indicate value(s) affected by each activity described. Illustrate values and related community activities by planning a display or bulletin board. Make a diagram showing at which ages children begin to come in contact with activities which tend to affect values.	Smart and Smart, Children: Development and Relationships, pp. 416-417, 505-506, 516-518, (Teacher Reference). Gardner, Development in Early Childhood, The Preschool Years, (Teacher Reference). Guidelines for Teaching Personal and Family Relationships, pp. 131-142, (Teacher Reference), (26). Craig, Thresholds to Adult Living, pp. 290-304. Baker and Fane, Understanding and Guiding Young Children, pp. 289-291, 304-324. Hymes, The Child Under Six, pp. 284-292. Cross, Enjoying Family Living, pp. 44-46, 54, 116-117.

Area of Concentration VALUES

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to RECOGNIZE HOW ONE'S VALUE SYSTEM MAY BE FORMED. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING

(continued from preceding page)

Participate in a community project that promotes a value.

Make your own plan for teaching to early and continued experiences in the family and with peer groups.

Area of Concentration VALUES

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to RECOGNIZE HOW ONE'S VALUE SYSTEM MAY BE FORMED.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Values are developed from early and continued experiences in the family with peer groups and in the community. Content: Experiences industrial occupational political park programs patriotic school church recreation family peer groups Attitudes prejudices tolerances for differences	Fleck, Fernandez and Munves, Living With Your Family, pp. 4-23. Brisbane and Riker, The Developing Child, Chapter 16, pp. 30, 295, 371. Wallace and McCullar, Building Your Home Life, p. 495. Smart and Smart, Living and Learning With Children, pp. 241-247. Duvall, Family Living, pp. 374-376. Shuey, Woods, and Young, Learning About Children. "Four Families," (E).	Baldwin, Behavior and Development in Childhood. "Individual Differences," (E). For other references and teaching ideas on values, see: Guidelines for Teaching Personal and Family Relationships, (26). Guidelines for Teaching the House and Its Management in Relation to the Family, (26).

Area of Concentration DEVELOPMENT OF SELF

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to UNDERSTAND THAT EACH INDIVIDUAL DIFFERS IN HIS POTENTIALITIES, INTERESTS, AND ABILITIES.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Since every individual, every family, and every society is unique, the process of socialization is different for each individual. Content: How socialization takes place. Factors affecting socialization family society individual characteristics inherited acquired	Smart and Smart, Living in Families, pp. 9-14, 33-40, 50-54, 66-71. Hurlock, Child Growth and Development, pp. 24-33, 275-292. Shuey, Woods, and Young, Learning About Children, pp. 31-52. Baker and Fane, Understanding and Guiding Young Children, pp. 13-18, 311-314, Chapter 10. Brisbane and Riker, The Developing Child, pp. 23, 24, 29, 356. "Four Families," (E).	Hurlock, Child Development, pp. 330, 384-434. Heffernan and Todd, The Years Before School, pp. 4, 257-260, 73, 299-300. Mead and Heyman, Family. Your Children's Heredity, (23). Building Self-Confidence in Children, (23). Gardner, Development in Early Childhood, The Preschool Years, pp. 275-349.

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	INTERMEDIATE
Behavioral Outcome	The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential. Content: Mastering developmental tasks (skills of living) of childhood, i.e., walking eating elimination learning to love	Define terms: developmental tasks or skills of living maturation readiness View film and note for discussion what children can do at different ages. Committees locate and report developmental tasks of age groups; reports can be in form of impromptu skits and role playing. Set up a chart showing developmental task sequence. Analyze how a child might feel if he has not met a specific task by a certain age. Find illustrations in reading or in observation of how a child is mastering his developmental tasks. Assess progress made by each child. Develop bulletin board illustrating children accomplishing the skills of living.	"Children's Play," (E). "Your Children's Play," (A). Kawin, Early and Middle Childhood, (Teacher Reference). Duvall, Family Living, Chapter 16. Baker and Fane, Understanding and Guiding Young Children, pp. 12, 98-101, 163, 61-66, 80-93, 51-52.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: INTERMEDIATE

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Social development results from a continuous interaction of the individual and his widening environment. Content: Personality development Self-concept	Read references on observing children. Plan an observation guide to help you look for a social characteristic. Observe a child for half an hour. Record the behavior of the child in a situation(s) with others. Describe to the class the situation(s) you wrote down. Compare what you observed with the film, "Understanding Children's Play." Read several references on personality and social development from the books listed. Propose a definition of personality which includes the influence of a child's environment on his social development and self-concept.	Observation of Children in a Home Economics Program, (Teacher Reference), (3). Observation Guide in Appendix. Landis and Landis, Building Your Life, p. 11. "Understanding Children's Play," (G). Smart and Smart, Living and Learning with Children, pp. 232-249. Shuey, Woods, and Young, Learning About Children, pp. 177-181.

Create a case situation of a child which shows his behavior interaction with another person. Trade your case situation with another student and evaluate the one you receive on the basis of how this interaction might affect a child's social development.	Baker and Fane, Understanding and Guiding Young Children, pp. 1-23. Brisbane and Riker, The Developing Child, pp. 119-149, 197-227, 281-305, 361-381. Your Child from 6 to 12, (24).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: INTERMEDIATE

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Social development results from a continuous interaction of the individual and his widening environment. Content: Role of experiences in social development Stages of play solitary parallel group	"They Learn from Each Other," (L). Brisbane and Riker, The Developing Child, pp. 225-227. Smart and Smart, Living and Learning With Children, pp. 116-118, 122-124, 137-141, 151-153, 155-164. Baker and Fane, Understanding and Guiding Young Children, pp. 78-79, 162-170, 259-262.	Hurlock, Child Growth and Development, pp. 269-270. Stone and Church, Childhood and Adolescence, pp. 108-112, 150-156. Smart and Smart, Children: Development and Relationships, pp. 244-247.

Area of Concentration DEVELOPMENT OF SELF

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Situations conducive to development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity. Content: Factors leading to self-respect include: making decisions independently and being responsible for consequences opportunity to express ideas successful experiences acknowledgement or recognition sense of identity	Landis and Landis, Personal Adjustment, Marriage, and Family Living, pp. 327-328. Baker and Fane, Understanding and Guiding Young Children, pp. 80-81, 92-93, 145-147, 240, 257-258. Child Guidance Techniques, (27). Shuey, Woods, and Young, Learning About Children, pp. 144-148. Good Ways to Guide Your Child's Behavior, (11).	Landis and Landis, Personal Adjustment, Marriage, and Family Living, pp. 327-328. Christianson, Rogers, and Ludlum, The Nursery School - Adventure in Living and Learning, pp. 45-50, 59-62, 128. Read, The Nursery School -- A Human Relationships Laboratory, Chapter 7. Hawkes and Pease, Behavior and Development from 5 to 12, pp. 31, 33-34, 97, 101, 339-340. Gardner, Development in Early Childhood, The Preschool Years, pp. 265-266, 281, 329-331.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: INTERMEDIATE

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Acceptable behavior in each culture is dependent upon its child rearing practices. Content: Definition of culture. Areas where parental practices in child rearing vary: Responsibility of care Place or position of child in family and community Allowed and forbidden behavior Definition of discipline Amount, kind, and quality of discipline Kinds of learning experiences provided Sex education	Read references to define influence of culture on patterns of growth and development. View film(s) which depict families in other cultures. Identify possible categories of child rearing practices to be explored. Discuss parental child rearing practices and what is acceptable behavior in different cultures. Illustrate some child rearing practices from your own experiences.	Brisbane and Riker, The Developing Child, pp. 23-24, 409-434. Wattenberg, The Adolescent Years, pp. 23, 27, (Teacher Reference). Forest, Child Development, pp. 155-158. Dictionary Steichen, The Family of Man. "Four Families," (E). "Bathing Babies in Three Cultures," (G). Brown, Understanding Other Cultures, (Teacher Reference). Guidelines for Teaching Personal and Family Relationships, (Teacher Reference), (26).

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: INTERMEDIATE

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Compare child rearing practices in our culture with those in films.	Lewis, Five Families.
	Listen to a talk on "The Meaning of Discipline."	Mead, Coming of Age in Samoa.
	Talk to parents, neighbors, and others in the community about child rearing practices they know about and have experienced.	Mead, Growing Up In New Guinea.
	Prepare a visual to depict the differences and similarities.	How to Tell Your Child About Sex, (22).
	Select practices which you feel will help a child develop acceptable behavior to become a part of our culture.	Helping Boys and Girls Understand Their Sex Roles, (23).
		Helping Children Understand Sex, (23).
		What to Tell Your Child About Sex, (6).
		Baruch, New Ways in Sex Education.
		Bettelheim, Dialogues with Mothers.

Area of Concentration INTERPERSONAL RELATIONSHIPS

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to ANALYZE THE RESPONSIBILITIES INVOLVED IN BEING A PARENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
The addition of children in the home necessitates many family decisions. Content: Factors influencing the addition of children in the home: physical and mental health of family members financial consideration housing attitude toward children planning for parenthood -- whether to have how many how spaced means of control	React to the following statements: Why is it often said that a home is not complete without children? What are some of the joys and satisfactions of parenthood? In what ways are children a nuisance value? Discuss the 18th century belief that children were an economic asset and more children meant more family financial wealth. Consider the validity of this statement today. Compare the answers which the class found for the above questions with answers given in references. Discuss and make a list of what values children have to families and society.	"Children are a Waste of Time," Saturday Evening Post. Cross, Enjoying Family Living, Chapter 5. Wells, "To My Children, in Gratitude," Ladies Home Journal.

Area of Concentration: INTERPERSONAL RELATIONSHIPS

Learning Level: INTERMEDIATE or ADVANCED

Behavioral Outcome: The student will be better able to ANALYZE THE RESPONSIBILITIES INVOLVED IN BEING A PARENT. (continued).

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Listen to a panel of resource people discuss considerations and decisions before "Parenthood." Basic values and attitudes toward children. Physical and mental health of parents. Emotional maturity of both parents. Economic adjustment. Relationships of family members. Housing of family.	Doctor, nurse, juvenile officer, welfare worker, mother, marriage counselor, minister.
	Listen to resource person explain consideration of birth control.	Guttmacher, Complete Book of Birth Control.
	Summarize panel discussion. Pinpoint big ideas on flip-chart (which can be used later).	Havemann, Birth Control.
Ways married couples may acquire children: pregnancy adoption foster children step children	Do research on ways of acquiring children. Report on findings to class.	Baker and Fane, Understanding and Guiding Young Children. Shuey, Woods, and Young, Learning About Children.

		Rondell and Michaels, The Adopted Family.
		Doss, The Family Nobody Wanted.
		Homes for Foster Children, (22).
		You and Your Adopted Child, (22).
	Visit an orphanage. Look for ways that basic needs of children are met.	To Foster Parents, (17).
		When You Adopt a Child, (24).
		"Revolution in Adoption," Look.
		"In Search of a Home," (F).
		"Chosen Child," (I).
		Baker and Fane, Understanding and Guiding Young Children.
		"A Child Waits," (D).
Adjustments in the home necessitated by the addition of children: psychological preparation of family physical adjustment space and equipment schedule financial parental decisions concerning child guidance, religion, etc.	Read references to find what adjustments are necessitated by the addition of children in a home.	Brisbane and Riker, The Developing Child, pp. 27-53.
		Hurlock, Child Growth and Development.
		Landis and Landis, Personal Adjustment, Marriage, and Family Living.
		Smart and Smart, Living in Families.
		Cross, Enjoying Family Living.

Area of Concentration: INTERPERSONAL RELATIONSHIPS

Learning Level: INTERMEDIATE or ADVANCED

Behavioral Outcome: The student will be better able to ANALYZE THE RESPONSIBILITIES INVOLVED IN BEING A PARENT. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	In groups, study specific problems on how to prepare for a baby; examples: cost of having baby changes baby makes in daily life of family members role of expectant father preparing sibling(s)	
	Survey costs of raising a child.	Consumer Price Index. "Spending Your Money, Questions and Answers", Ladies Home Journal. "How Much to Raise A Child," Changing Times.
	Revise a budget for a young couple who have both been working and are now expecting their first child.	
	Prepare a shopping list of baby's basic needs using various references.	Baker and Fane, Understanding and Guiding Young Children, pp. 326-327.

Visit a store to observe the equipment recommended and determine the cost of the items.

Prepare a list of the baby's minimum needs which can be purchased, using the budget planned earlier.

Role play the preparation of children for a new baby -- how parent would discuss the expected child with a 3 year old, 6 year old, and 10 year old.

Using flip chart prepared formerly, formulate a comprehensive list of decisions required when you have children.

Individual groups prepare an article for school or local newspaper, or a pamphlet concerning the responsibilities involved in being a parent.

Landis and Landis, Personal Adjustment, Marriage, and Family Living.

Summarize by making general statements related to responsibilities of parenthood.

Area of Concentration INTERPERSONAL RELATIONSHIPS

Learning Level INTERMEDIATE

Behavioral Outcome The student will be better able to IDENTIFY CHARACTERISTICS OF SATISFACTORY PARENT-CHILD RELATIONSHIPS.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
The needs of parents and children are sometimes complementary and at other times conflicting. Content: Conflict or satisfaction may depend on such factors as: Communication / Family interactions { Child-Child, Parent-Child, Parent-Parent Parents' standards and expectations Peer standards and expectations Individual and family goals Needs of parent and child as related to the family life cycles: authority responsibility acceptance	Ilg and Ames, Child Behavior, pp. 3-9, 197-246. Spock, Baby and Child Care, pp. 3-22. How to Discipline Your Children, (22). Baker and Fane, Understanding and Guiding Young Children, pp. 235-263. Brisbane and Riker, The Developing Child, pp. 28-29, 75-77. Shuey, Woods, and Young, Learning About Children, pp. 32-52. Cross, Enjoying Family Living, p.125 Hurlock, Child Growth and Development, pp. 193-196. Helping Brothers and Sisters Get Along, (23). Smart and Smart, Living in Families, pp. 387-391. Helping Children Develop Responsibility, (19).	Hymes, The Child Under Six, pp. 244-251.

Area of Concentration	INTERPERSONAL RELATIONSHIPS
Learning Level	INTERMEDIATE or ADVANCED
Behavioral Outcome	The student will be better able to RECOGNIZE HOW FORCES OF SOCIETY MAY AFFECT FAMILY ROLES AND INFLUENCE RELATIONS WITHIN THE FAMILY.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Changes in our society have placed different emphasis on the roles and responsibilities of family members. Content: Society changes which affect the family and children: Women in working world. Continuing education. early childhood parent education Mobility of families. Population explosion. Variations in basic home pattern. Wide range in standard of living. Effect of changes on roles and responsibilities. Roles are less rigid. solo parent grandparents Increased sharing of responsibilities.	Discuss with parents how society today differs from: When parents were young. When grandparents were young. Prepare a list of changes that have taken place. In small groups, research, interview, take polls, etc., to check validity of listed changes in society. Design a bulletin board which shows these contrasts. Identify which of these changes may affect children. Teachers ditto selected readings (articles) from current publications on content. Read two articles with opposing viewpoints. Report what authors believe to be the effects of changes on children.	Children of Working Mothers, (24). Current magazines and publications. "How Do Middle-Class American Men Compare as Fathers with Men in Other Cultures?", Redbook. Common Periodicals: Changing Times McCalls Journal of Home Economics Parents Todays Health WEA NEA publications

Area of Concentration INTERPERSONAL RELATIONSHIPS

Learning Level INTERMEDIATE or ADVANCED

Behavioral Outcome The student will be better able to RECOGNIZE HOW FORCES OF SOCIETY MAY AFFECT FAMILY ROLES AND INFLUENCE RELATIONS WITHIN THE FAMILY. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)		
Shifting of responsibilities. Added community, state, and national responsibility. Welfare Head Start VISTA	Listen to resource person on panel, marriage counselor, welfare department, etc., discuss what the nation, state, and community are doing to fill in gaps caused by the changes in our society and the shifting role of responsibilities related to child development. Outline the big ideas brought out by resource person or panel. Draw conclusions regarding changes in society as they affect roles and responsibilities of family members.	Marriage counselor School counselor State representative Minister Office of Economic Opportunity Head Start Day Care VISTA

Area of Concentration	DEVELOPMENT OF SELF
Learning Level	ADVANCED
Behavioral Outcome	The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
There is a universal and irreversible pattern of human development which is continuous and proceeds in an orderly sequence, and each individual is unique in his rate of development. Content: Terminology relating to pregnancy and childbirth. States of prenatal development. Factors which may have influence on the unborn: RH factor viral infection drugs mutations radiation health of parents Birth process	Take a pre-test on terminology related to pregnancy. (Use as basis terms from Developing Child listed as "Terms Which Have Meaning In Child Study.") Find meaning of terms with which you are not familiar. Read and discuss "Pregnancy Myths and Truths." Write a brief paper showing how myths may affect the mental or physical health of the mother. Illustrate how knowing the scientific facts may help the mother and the unborn child. View film, "Biography of the Unborn" or "Human Reproduction." Observe the steps in development. What big ideas did you learn about development of the unborn. Read about and list stages of prenatal development: ovum, embryo, fetus.	Brisbane and Riker, The Developing Child, p. 53. Prenatal Care, (24). Burnett and others, Life Goes On. Nilsson and others, A Child is Born: The Drama of Life. Dickinson and Belski, Birth Atlas. Damon and Tanes, "I Learned About Women From Them," American Weekly. "Biography of the Unborn," (K). "Human Reproduction," (K). Doctor or nurse.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR. (continued)

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
(continued from preceding page)	Describe several important changes which occur in each stage. Compare changes in the unborn child with changes taking place in the mother. Identify factors which may have influence on the unborn. In groups, study one or more factors. Investigate such factors as: viral infection RH factor drugs mutations radiation health of parents Illustrate how these factors may alter the developmental pattern of the unborn child. Analyze each factor in relation to its effect on the health of the mother and the health of the child. Report the group's findings to the class.	Brisbane and Riker, The Developing Child, Chapters 5, 8, 11, 14. Hymes, The Child Under Six, (Teacher Reference) Ilg and Ames, Child Behavior, Chapter 7. Shuey, Woods, and Young, Learning About Children. Some Special Problems of Children, Age 2 to 5, (6).

Prepare a display of recent materials which relate to factors which may have influence on the unborn. Include "big ideas" from the group reports.	"The Public Health Nurse and the Retarded Child," (K). "Beyond the Shadows," (K). "Tuesday's Child," (K). Newspaper and magazine clippings and articles, leaflets, pamphlets.
With a nurse or a doctor show and discuss films.	"Labor and Childbirth," (K). "A Normal Birth," (K).
With a nurse or a doctor show and discuss films on: Birth Process - "Labor and Childbirth" and "A Normal Birth." (You may wish to have parents see the films with you.)	
Write down questions you wish to have the doctor or nurse answer.	
Review the birth process and terminology related to pregnancy and birth.	

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau. Content: Growth Spurts, (i.e., first year weight may triple.) Plateaus of development, (i.e., motor development may slow while language development progresses).	Read selected references on "growth spurts" and"plateaus of development." Identify one "big idea." Express this idea with an example drawn from your own experience.	Gardner, Development in Early Childhood, The Preschool Years, (Teacher Reference). Brisbane and Riker, The Developing Child, Chapters 4, 10. Ellet, The World of Children, Chapter 1. Feeding Little Folks, (15). Enjoy Your Child - Ages 1, 2, and 3, (22). Helping Your Young Child, (13) Infant Care, (24). Preschool Guide, (7). Ilg and Ames, Child Behavior.

Discuss case studies concerning growth and development, (see teacher reference). Identify the major development taking place in each study.	Brown and Plihal, Evaluation Materials for Use in Teaching Child Development, (Teacher Reference).
Relate principles of growth to growth of friends and of self.	
Compare the behavior one year ago to behavior today of a brother or sister, or a child for whom you babysit and write an evaluation of the differences based on the information learned in class.	

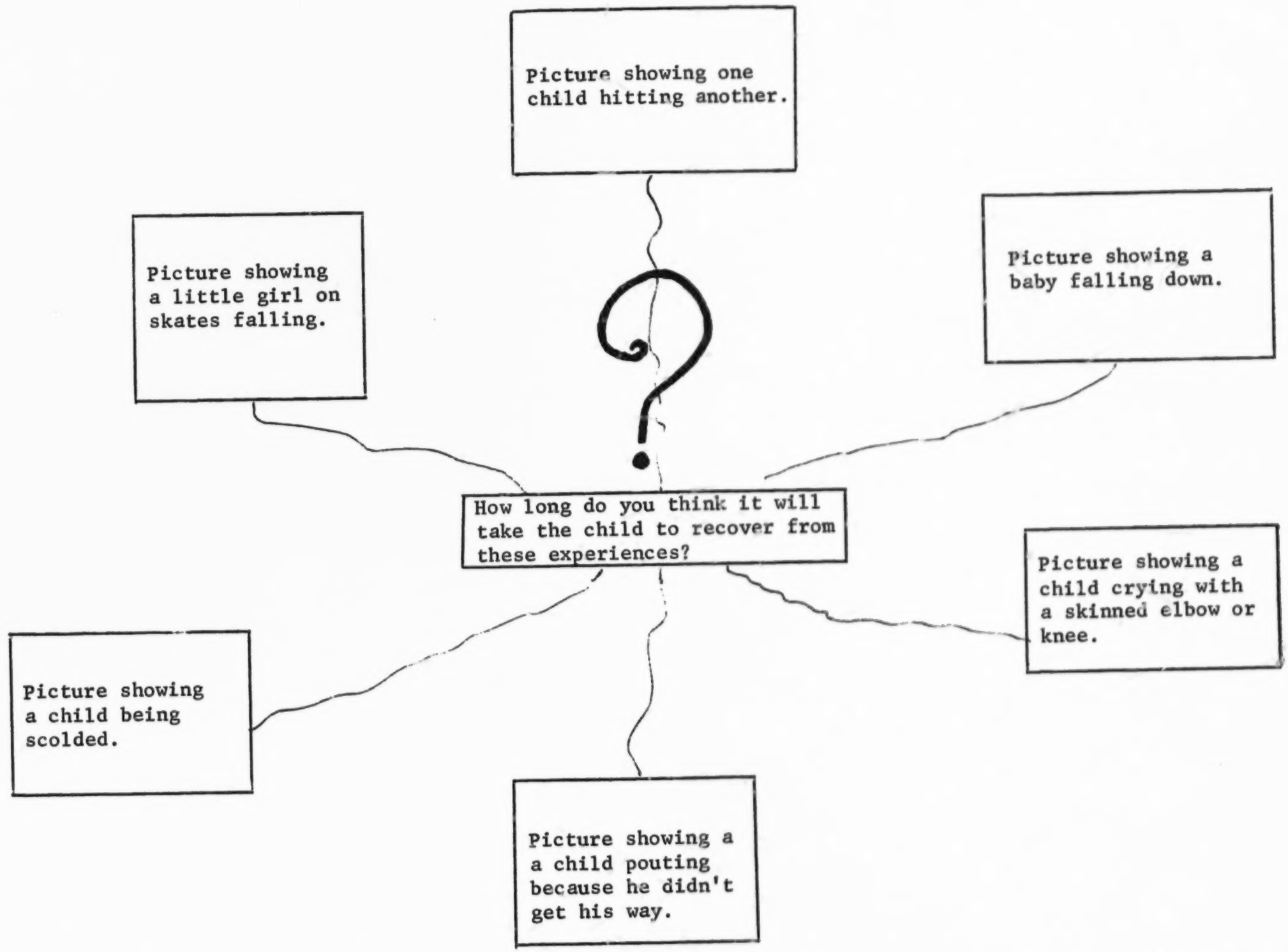
Area of Concentration: DEVELOPMENT OF SELF

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
The human organism has a great capacity for physical, emotional and social self-repair. Content: Tensional Outlets thumb sucking temper masturbation stuttering Adaptive mechanisms direct attack rationalization regression withdrawal compensation projection daydream	Look at bulletin board and discuss what it means. (See example at end of this plan.) Review the emotional and social growth patterns of the young child. List on flip chart the emotional and social characteristics of young children. Define tensions, adaptive mechanisms. Discuss and interpret the following statement: "Children, as well as adults, feel at times certain normal tensions. Tensional outlets are devices which help the child live with his tensions - rather than problems that must be cured." Read about the following tensional outlets: thumb sucking temper tantrums masturbation stuttering Interview a pediatrician to find out how the above tension relievers help children cope with tension producing situations. Report findings to class.	Brisbane and Riker, The Developing Child, Chapters 5, 8, 11, 14. Hymes, The Child Under Six, (Teacher Reference) Ilg and Ames, Child Behavior, Chapter 7. Shuey, Woods, and Young, Learning About Children. Some Special Problems of Children, Age 2 to 5, (6).

What did the adult do in the situation cited in Smart and Smart that would help or hinder the children in repairing their relationships.	Smart and Smart, Living and Learning With Children, pp. 183-184.
Divide the class in small groups; have each group role play a situation showing one of the following types of adaptive mechanisms used by young children: rationalization direct attack regression withdrawal compensation projection daydream	Duvall, Family Living, p. 66. Landis and Landis, Personal Adjustment, Marriage, and Family Living, Chapter 3. Smart and Smart, Living in Families, pp. 252-254. Tensions - How to Master Them, (22).
Examine the role playing situations in terms of the behavior shown that would help the child to adapt to the situation.	Anderson, Design for Family Living, pp. 85-86, (Teacher Reference).
Observe children (kindergarten, nursery school, playgrounds, grocery store, etc.) to find examples of how children may be using adaptive mechanisms or tension relievers.	Bowman, Marriage for Moderns, pp. 254-259, 280-281, 260-261, (Teacher Reference). Hurlock, Child Growth and Development, pp. 152-156.
Describe the situations. How long did the child show this type of behavior? If there was an adult present, what did he do? Report findings.	Baker and Fane, Understanding and Guiding Young Children, pp. 166-168.
Draw conclusions about the human being's natural ability for emotional and social adaptation to the environment. Write a paper to support these conclusions.	



Connect pictures showing children being injured either physically or emotionally to the large question mark and the question - How long do you think it will take the child to recover from these experiences? Rickrack, ribbon or yarn can be used to connect the pictures to the question.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
The human organism has a great capacity for physical, emotional, and social self-repair. Content: Physical: immunity, i.e., natural antibodies healing compensation for loss of a sense.	Brisbane and Riker, The Developing Child, pp. 77, 445, 446. Baker and Fane, Understanding and Guiding Young Children, pp. 279-285. "That the Deaf May Speak," (K). "Body Defenses Against Disease," (B). "Immunization," (B). The Retarded Child Gets Ready for School, (22).	Jersild, Child Psychology, p. 26. Gardner, Development in Early Childhood, The Preschool Years, pp. 57, 137-140.

Area of Concentration DEVELOPMENT OF SELF

Learning Level ADVANCED

Behavioral Outcome The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Adequate prenatal and postnatal care helps to assure health of the mother during and following pregnancy and increases the probability of having healthy children. Content: Prenatal medical-dental health practices, i.e., nutrition, clothing, rest, exercise. community resources psychological preparation Postnatal psychological adjustment physical needs rest medical care nutrition exercise Characteristics of a healthy child.	When Your Baby is On the Way, (24). Prenatal Care, pp. 2-27, 28-34, 38-40, 67-71, (24). Brisbane and Riker, The Developing Child, pp. 2-7, 88. Riehl, Family Nursing and Child Care, pp. 304-314, 325-326, 332-333. Be Good to Your Baby Before It Is Born, (16). "Prenatal Care," (K). "Postnatal Care," (K). "Food for Life," (K). "Human Reproduction," (K). "The Public Health Nurse and the Retarded Child," (K). "Beyond the Shadows," (K).	Smart and Smart, Children: Development and Relationships. Read, Childbirth Without Fear. Standards and Recommendations for Public Prenatal Care, (5). Textbook on Red Cross Nursing.

"Tuesday's Child," (K).

For Parents to Be, (15).

What to Eat, (15).

Smart and Smart, Living and Learning with Children, pp. 118-119, 124-125, 136-137, 148-150.

Shuey, Woods, and Young, Learning About Children, p. 172.

Area of Concentration: DEVELOPMENT OF SELF

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control with increasing opportunity for making choices. Content: Techniques to obtain socialization: Provide an environment for success within a family pattern that: sets limits allows choices	Read references to find ideas for guiding children through use of words and actions. Restate in your own words the rules for guiding a child through what you say and your actions. Observe a child and an adult in some situation (nursery, play school, grocery store, church, bus, etc.) and record happenings in which the adult is directing, either through words or actions. Identify those directions which are constructive (supporting, building up) and those which are destructive (tearing down). Demonstrate your understanding through role playing some examples of the constructive actions. Demonstrate your understanding through an extended learning with opportunities to work with children, such as baby sitting. Analyze your effectiveness.	Watson, Psychology of the Child, pp. 100-114, 222-234, 375-408, (Teacher Reference). Read, The Nursery School -- A Human Relationships Laboratory, pp. 90-103, (Teacher Reference) Child Guidance Techniques, (27). Baker and Fane, Understanding and Guiding Young Children, pp. 142-147.

Propose situations for play school which will require use of constructive directions through active participation and observation of children. Demonstrate understanding of concept of constructive directions by working with children in a play school.

Compare results achieved when constructive directions were used by you and others in play school.

Evaluate your own and others' success in using constructive direction.

Area of Concentration DEVELOPMENT OF SELF

Learning Level ADVANCED

Behavioral Outcome The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control with increasing opportunity for making choices. Content: Techniques to obtain socialization provide an environment for success with a family pattern that: sets limits allows choices Demonstrate affection in terms the child can understand: physical contact smile approval	Baker and Fane, Understanding and Guiding Young Children, pp. 20-24. Brisbane and Riker, The Developing Child, pp. 120, 132, 200-202, 210, 215, 216, 362, 461-468. Duvall, Family Living, pp. 63, 64. Child Guidance Techniques, (27). Smart and Smart, Living and Learning with Children. Shuey, Woods, and Young, Learning About Children, pp. 181-185.	Christianson, Rogers, and Ludlum, The Nursery School -- Adventure in Living and Learning, pp. 62, 65-66, 229-230. Read, The Nursery School -- A Human Relationships Laboratory, pp. 17, 113-135.

Area of Concentration INTERPERSONAL RELATIONSHIPS

Learning Level ADVANCED

Behavioral Outcome The student will be better able to ACCEPT, ENJOY, AND BE INTERESTED IN CHILDREN, (INCLUDING BROTHERS AND SISTERS).

GENERALIZATION(S) WITH CONTENT	RESOURCES FOR DEVELOPING A TEACHING PLAN	
	Student	Teacher
Each individual family member affects and is affected by his family. Content: Variation from the norm: handicapped physical mental emotional Gifted	What Should Parents Expect From Children?, (22) The Retarded Child Gets Ready For School, (22). Your Child May be a Gifted Child, (22). How Retarded Children Can be Helped, (22). Your Child's Emotional Health, (22). The Shy Child, (22). How to Help Your Handicapped Child, (22). New Hope for the Retarded Child, (22).	

Area of Concentration: FAMILY-COMMUNITY INTERACTION

Learning Level: ADVANCED

Behavioral Outcome: The student will be better able to RECOGNIZE AND MAKE USE OF COMMUNITY SERVICES AVAILABLE FOR CHILDREN.

GENERALIZATION(S) WITH CONTENT	LEARNING EXPERIENCES (INCLUDING EVALUATION)	RESOURCES FOR LEARNING
Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith. Content: Community resources and services: child care (handicapped included) recreation, education, health civic police, fire, civil defense health social Voluntary community action.	Read references pertaining to community agencies which serve the family. List community agencies serving the family. Identify services in own community. In buzz groups, formulate answers to following questions: How does my community affect the welfare of the children of our community? What organizations exist primarily for child welfare? What volunteer work is available for us working with children? Visit agencies in community concerned with child welfare. Find budgets provided for items such as zoos, playgrounds, center for mentally retarded, recreation centers; prepare a debate: "The funds for this project are justified."	Shuey, Woods, and Young, Learning About Children, pp. 54-64. Baker and Fane, Understanding and Guiding Young Children, pp. 130-135. Cross, Enjoying Family Living, pp. 130-135. Craig, Thresholds to Adult Living, Chapter 14. Your Child from 6-12, (24). County Health Department. Organizations such as: Cerebral Palsy Association Mental Retardation American Medical Association

Agencies
- Adoption
- Unwed Mothers
- Welfare

Develop and recommend to "city fathers"* a plan for the community to use in creating the services needed for welfare of children.

Find person or family unaware of services available to him and assist him in becoming aware of services.

Develop your plan to teach about agencies -- adoption, unwed mothers, welfare.

Who Helps the Physician...Help the Retarded, (1).

*Active community-minded citizens

APPENDIX

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GUIDELINES FOR ORGANIZING AND CONDUCTING A PLAY SCHOOL

The Play School

A Play School is held primarily for the purpose of giving home economics students an opportunity to observe young children at play as well as to apply principles of growth and development that have been studied in class. Provision must be made for students to have experiences with children which are directly related to identified objectives and generalizations of the child development unit. Learning experiences prior to and during the play school should help students to identify equipment needed, criteria for observation, criteria for selecting and presenting materials and equipment, and keys for guiding children's behavior.

Early Steps

Secure the approval and cooperation of the school administration.

Be on the alert for children who might be enrolled. Home visits make an excellent opportunity for her to meet the children in their own homes and to discuss them with the mothers.

Help girls set criteria for choosing the children to be enrolled. Some guides for selection would include:

Ages of children -- usually children of 3½ to 5 are most satisfactory for giving the girls the needed experiences. The child who is under 3½ may need too much attention; the child who is over 5 will be a little advanced for some of the activities the play school may offer. If characteristics of certain age children are to be studied, more than one child of similar ages should be a part of the group. A narrow span of ages may simplify planning as well as executing the play school. An equal number of boys and girls offers a chance to observe differences between boys and girls.

Children who are used to being in groups, e.g., Sunday school or neighborhood groups.

Children who are not too shy to adjust readily to new situations, new adults and high school girls.

Children who will be able to attend every day the school is in session.

Children whose parents can bring them and call for them.

The number of children who can be handled successfully will vary with the size of the class and the size of the room, but will usually not exceed eight or ten children.

After the criteria have been set up, the girls may suggest names of children who meet the qualifications.

Working with Parents of Preschool Children

The teacher may send letters to the mothers of the children, or she may call on them. In any event, it is helpful to call the mothers and girls together for a meeting to discuss the play school purposes and program. This gives an opportunity to clear up any questions which the mothers may have.

The mothers may be asked for suggestions for equipment. A film on children's play may be shown. Many times mothers are willing to lend or donate play equipment.

If the teacher feels it desirable, she may ask one of the mothers with previous experience in handling groups of children, to help, at least for a day or two.

A letter to the parents could include:

- Purposes of the play school
- Dates and time schedule
- Suggestion of appropriate clothing
- Statement of parents' responsibility in getting his child to and from school

Considerations on Time

The length of the time for play school varies in specific situations. It can be held for one to three or four weeks -- and usually not longer than three hours for a session to avoid tiring the children. Meeting every day has a disadvantage because the students do not have class periods to discuss their observations in a class group or to plan for future experiences for the children. Another plan, found successful by some teachers, is to have the group meet every other day. In this way, the class has days in between to identify their learnings and to plan for future activities. A third plan is for the play group to be in session consecutive days -- as: Tuesday, Wednesday, and Thursday -- with time for planning and discussion (without children present) on Monday and Friday.

Participation of Homemaking Students

Planning for the play school --

Students have the opportunity to discuss, answer or solve questions in relation to:

- When the children should come to school
- Enlisting the cooperation of children's parents
- What the children will do at the play school
- The types of equipment and materials needed and methods of obtaining them
- Guides for observing children and their activities
- Room arrangements
- Schedule of activities and duties of classmembers

Organizing the environment for play needs:

After making plans for equipment, materials and room arrangements, the students may participate by:

- Constructing and improvising safe, inexpensive equipment
- Collecting first-aid materials
- Setting up the room

Assisting in guiding the children --

Students may have experiences with the children by:

- Assisting with routine of serving snacks, toileting, hand washing
- Reading stories
- Setting out play equipment and materials
- Assisting with play
- Being alert to safety situations
- Helping children resolve conflicts

Observing

Students may learn about children by observing the children in specific activities and/or for specific characteristics. The play school schedule should allow time for students to make several different observations and to analyze their observations as a group. This may be used as partial data for forming generalizations. (See page 99 for Guidelines for Observations.)

Selection of Equipment and Learning Materials

Play equipment and materials for a play school need not be expensive.

They may be very simple, but should be chosen to meet the developmental needs of the children. Many things for the play school could be made by the homemaking students.

The equipment for the play school might include such items as: books, peg boards, puzzles, beads to string, clay, equipment for finger painting, work bench with tools, housekeeping corner, clothes for dressing up, large and small blocks, balls, buggies, wagons, brooms, stick horses, sand box equipped with pots, pans, spoons, boxes.

The Play-School Schedule

The daily schedule for a play school may be planned by the homemaking students after they have determined the possible experiences to be included. The scheduled activities will give students the opportunity to observe children in a variety of activities as well as actual experience of guiding children in various situations. The schedule might include opportunities for the students to observe and work in situations, such as greeting children and their parents, free play, news circle, story hour, finger games, and snack time.

Student committees generally plan for the activities. Responsibility for guiding children in the activities should be rotated in order to give each student as many different experiences with the children as possible.

> Use a play school to teach to the objectives and generalizations in the concept area -- Development of Self.

GUIDELINES FOR OBSERVATIONS

The observation of children in a variety of activities and situations may be a valuable tool for teaching the developmental processes of growth. In order to assure the suitability observations and observation device to the particular needs of a group of students, students and teachers should plan the major goals to be achieved through the observation of children.

Types

A formal observation is a written record dealing with and limited to a specific child, characteristic, or activity. Typical observations might include the study of a child's physical, social, emotional, or intellectual development; how children use materials; or how children participate in activities such as playing house, listening to a story or playing a game. This type of observation is related to an identified objective determined by students and teacher, and is carried out as an assigned part of a student's classwork in learning about children.

An informal observation is an observation by a student of behavior of a child or children not related to a specific objective or assigned formal observation. This would include unplanned observations of children in any structured situation, as in a Sunday school, or unstructured, as in a barber shop or neighbor's backyard. Students will need an opportunity to discuss these casual observations and interest generated as a result may be used to develop the objective for a specific formal observation.

Controls

For students at the high school level, an observation should be planned with some specific objectives and controls. An observation may be controlled by a time limit or the number of children to be watched or a limit may be placed on the activity area or specific characteristic to be observed.

Devices

As students and teachers develop observation devices they will need to:

- -establish the major goal to be achieved through each observation.
- -recognize the level and experience of students involved.
- -select characteristics in which students are interested and are found frequently in children of the ages being observed.
- -limit each observation to a few specific characteristics.

-plan several different observations.
-plan for observation of more than one child by each student.
-design a method of differentiating between fact and opinion.
-plan a device easily used by the student within the defined controls.

Sources

Children may be observed formally and informally in many structured and unstructured settings both in the classroom and beyond the school. Students and the teacher should work together to identify types of observation and device forms which would be most suited to a given situation and would achieve the planned objectives.

Some suggested sources are:

Playgrounds
Elementary schools - kindergarten and first grade
Well-baby clinics (with doctor's permission)
Supermarkets
Restaurants
Shoe stores
Beauty shops - Barber shops
Parks, Zoos, Public pool, Library
Neighborhood yards
Ball games

Evaluations

Students should have the opportunity to discuss their observations as they complete them. Working as a group and sharing their observations, the students may compile a broad picture of several children. A discussion of how the students interpret what they have seen may help develop an understanding of a child's developmental processes and of the students feelings about children.

References:

Wood, Observation of Children in a Home Economics Program, (3).

Baker and Fane, Understanding and Guiding Young Children, pp. 9-13.

SUGGESTIONS FOR DEVELOPING A UNIT ON BABYSITTING

A special unit related specifically to those skills needed in "babysitting" may be developed through learning experiences related to several beginning level generalizations. Knowledges and skills needed by boys and girls who have children temporarily in their care should be identified by the students and the teacher with the assistance of parent and community sources.

The following behavioral outcomes, generalizations, and references are suggested for content and objectives in preparing a teaching plan on babysitting.

Behavioral Outcomes and Generalizations

DEVELOPMENT OF SELF

The student will be better able to IDENTIFY AND ANALYZE PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL GROWTH PATTERNS OF INDIVIDUALS AND HOW THEY AFFECT BEHAVIOR.

To the extent that an individual's needs are met as they occur, he is free to develop toward his full potential.

There is a universal and irreversible pattern of human development which is continuous and proceeds in an orderly sequence and each individual is unique in his rate of development.

Social development results from a continuous interaction of the individual and his widening environment.

The student will be better able to GUIDE THE CHILD IN PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT.

There are different types and techniques of guidance.

When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.

Each child responds in terms of what he understands and how he interprets his previous experiences.

A child learns roles, attitudes, and values by imitating (modeling) those around him.

An environment which provides sensory and motor activities promotes intellectual development.

Through use of play materials a child can develop his imagination, as well as develop social skills and attitudes.

Play aids in development of motor skills and coordination.

Attitudes toward food may be dependent upon family food patterns and how food is prepared and served.

Adequate physical care contributes to the well-being of children.

INTERPERSONAL RELATIONSHIPS

The student will be better able to ACCEPT, ENJOY, AND BE INTERESTED IN CHILDREN (INCLUDING BROTHERS AND SISTERS).

Each individual family member affects and is affected by his family.

References:

Baby Sitters...Their Care and Cultivation, (24).

Baby Sitters' Training Guide, (18).

Baby Sitters' Handbook, (23).

Sitting Beauty Guidebook and Lesson Plans, (12).

Sitting Safely, (9).

When Teenagers Take Care of Children, (24).

USING MINUTE DRAMAS, CASE STUDIES, AND CASE SITUATIONS IN TEACHING CHILD DEVELOPMENT

It is possible for students to learn about children through use of minute dramas, case situations, and case studies. These situations can be role played and/or used for analysis and problem solving. The following references contain case situations which may be appropriate for teaching to specific generalizations:

Bradbury and Amidon, Learning to Care for Children, (don't be misled by 1943 publishing date).

Brisbane and Riker, The Developing Child.

Brown and Plihal, Evaluation Materials for Use in Teaching Child Development.

Smart and Smart, Living and Learning With Children.

When Teenagers Take Care of Children, (24).

CREATIVE EXPRESSION MATERIALS

Easel Painting

Usable powder paints are:

1. Fuller Poster and Fresco Paint
2. Sherwin-Williams Art Colors
3. Free-Expression Paints
4. Muralo Art Colors
5. Devoe Dry Colors

May be bought at paint stores or school supply houses.

Method: Add water slowly to paint, stirring constantly. Red and orange mix better if warm water is used. Use of an egg beater or a shaker is also helpful. Be sure the color is thoroughly mixed and saturated. The paint should be bright and rather thick in consistency.

Paint can be mixed in quantity and kept for a week or more, if stored in a comparatively cool place (in screw top containers). It settles into the bottom of jars, however, and needs to be thoroughly stirred before each use.

Paper:

Unprinted newspaper is usually used, although bogus and other cheap papers are possible. Sheets should be approximately 18 X 24, large enough for free muscle action. The back of old wallpaper can also be used and is excellent for murals in which each child works on his own section of the group picture.

Easel:

An easel can be bought or constructed at home. It should be adjusted to the height of the child. If an easel is not available, painting can be done on a table top or floor. In this case, a muffin tin makes an excellent paint container.

Brushes:

Brush should have large head, making strokes 3/4 to 1 inch wide, and handle big enough for child to grasp it easily, but not too long. (Handles can be cut to shorten.) These can be bought at art or school supply shops and at paint stores.

Crayon Drawing

Crayons:

Should be large size -- 1/2 inch in diameter for young children -- somewhat smaller for the five year old. They should be in fairly good condition -- boxes of numbers of short, broken crayon ends don't encourage use.

Paper:

Large sheets, 12 X 18 or more, of manila or bogus paper are more satisfactory than small sheets. Plain paper gets the nod over "color books" every time.

Colored chalks:

Colored chalks can also be used if large sizes are obtainable. They rub off easily, so the child's clothing must be protected. The use of fixative gives a permanent product when desired.

Modeling Clay and Dough

Clay:

Clay, like dough, is fun for poking, patting, and rolling. However, since it is the material of the artist, it leads the child to more creative activities than dough. Sometimes he may name what he makes, many times not. He should get recognition for making something new and different, rather than copying an adult's "cute snowman."

Clay may come from a river bank, or may be purchased in powdered or moist form. Its unique feature is that it will harden. (Plasticene which has an oil base and will not harden is usually not as popular with children.)

To prepare clay from clay powder (purchased in five-pound boxes):

Method #1: Knead water into powder with hands, using only enough water to moisten. Mold into balls and leave exposed to air until pliable but not too sticky.

Method #2: Place powder in cloth sack. Tie firmly. Place in pail, covering with water. Remove clay next day and mold into balls.

A plaster of Paris plaque or urn is useful on which to mold clay into balls. Excess water is absorbed and clay may then be used at once.

Storage: Keep clay balls covered with damp cloth in closed container, an earthen jar being best. Place a thumb hold in each ball and fill with water to insure moisture throughout.

Modeling board: This can be made from masonite or plywood. An enamel-topped table or one covered with oilcloth or linoleum also provides an excellent working surface.

Modeling tools: Children seem most creative when given clay and their own two hands. Dramatic baking play flouishes when children have cookie cutters, tongue depressors, spikes. It is unfortunate when too much of the latter cuts down on the free creative expression which children show without tools.

Painting clay objects: When hard, they may be painted with enamel paints, or with powder paints followed by a coat of shellac.

Variation - for the brave mother or teacher: If table, floor, and clothing are well protected, children occasionally like very wet clay to smear.

Dough:

#1. Cooked dough

1 cup flour
1/2 cup cornstarch - blend with cold water
4 cups boiling water, add 1 cup of salt

Method: Pour hot mixture into cold. Put over hot water and cook until clear. Cool overnight. Knead flour in until right consistency, adding color with flour. Keep in damp cloth or airtight jar. Products will harden and dry (if dough becomes hard, add more water as needed); can be painted if uncolored dough is used.

#2. Cornstarch dough

2 tablespoons cornstarch
4 tablespoons salt
4 tablespoons boiling water

Method: Mix cornstarch and salt. Add color if desired. Pour on boiling water, stir until soft and smooth. Place over fire until if forms soft ball. If material crumbles, add a little boiling water. In using, if it sticks to fingers, dust hands with cornstarch. Keep plastic by wrapping in wax paper. Hardens in air, so products can be kept.

#3. Uncooked dough

3 cups flour
1 cup salt
Water until right consistency

Method: For best results add coloring with flour and salt, before adding water. Keep in airtight container. A tablespoon of powdered alum may be added if available, to increase volume.

Vegetable or food coloring or Easter egg dye may be used in the above recipes as well as powder paint or liquid poster paint.

Dough should not be used as a substitute for clay but as an additional material. It provides sensory and manipulative experience and is good accessory material in dramatic house play, but is not as creatively stimulating as clay.

Finger Painting

Finger paint:

Finger paint can be bought or made according to one of the following recipes:

#1. Starch and soap flake finger paint

1/2 cup linit starch
1 1/2 cups boiling water
1/2 cup soap flakes (not soap powder)
1 tablespoon glycerine (optional - makes it smoother)
Coloring (food)

Method: Mix starch with enough cold water to make smooth paste. Add boiling water and cook until glossy. Stir in soap flakes while mixture is warm. When cool, add glycerine and coloring (powder paint, poster paint, or vegetable coloring). Mixture can be kept for a week if placed in a jar with a tight lid.

#2. Cornstarch finger paint

8 parts water
1 part cornstarch
Coloring

Method: Bring water to boil (colored slightly darker than desired paint). Dissolve cornstarch and stir two together. Bring water to boil again. Cooled paint will be slightly thicker.

#3. Wallpaper paste finger paint

Coloring
3 parts water
1 part paste flour

Method: Stir flour into water, add coloring. (Wallpaper paste can be bought at low cost in wallpaper stores or department stores.) Some children enjoy the different touch sensation when 1 and 1/2 cups of salt is added to any of these three recipes.

For young children, the homemade paint is much less expensive and just as satisfactory. For older children, the greater brilliance of color of the commercial product and its lesser tendency to flake off the paper when dry, may make use of the commercial paint more satisfying.

Paper:

Can use Shaw finger painting paper, butcher paper, or any other paper with a high glaze, such as a washable shelf paper. Paper should be completely wet when used, and smoothed out on a table top. The hands should be wet before hand, then redampened as often as necessary.

If no paper is available, a piece of oil cloth stretched over a table top and securely fastened makes a satisfactory surface, although the "picture" cannot be preserved. When a painting has dried, it can be pressed on the wrong side and hung or mounted. Shellacking it in addition helps to keep the paint from flaking off.

Other Suggestions:

Sand:

When children use sand, dampen the sand for cooking, molding, carrying in trucks, "play" cement. Wet sand is more satisfying to children.

Flour and salt finger paint:

1 cup flour
1 and 1/2 cups water
3/4 cups water
Coloring

This has a grainy quality unlike the other finger paints. It provides a different sensory experience.

Dry Powder Painting:

Painting with dry powder paints gives soft interesting results. Put the dry powder paints in pans at the easel and use wads of cotton.

Painting on Different Materials:

Cloth, paper towels, smooth paper, white paper, colored paper, printed and unprinted newsprint, wood, clay, etc.

Paste and different materials:

Let the children use a variety of materials for cutting and pasting; cloth, string, yarn, paper, cotton, leaves, stamps, wire, etc.

A Bon Ami and water paste or glass wax on windows gives another surface for drawing pictures, or use easel painting with brush to paint design on windows.

Prepared by the staff of the
Cornell University Nursery School
Used by Beth Bigej
Vocational Home and Family Life Teacher's Conference 1965

Finger Plays

Ball for Baby:

Here is a ball for baby,
Big and soft and round.
Here is baby's hammer,
See how he can pound.

Here are baby's soldiers,
Standing in a row.
Here is baby's music,
Clapping, clapping so.

Here is baby's trumpet,
To-to-to-to-toot.
Here's the way that baby
Plays the Peek-a-boo.

Here's the big umbrella
To keep the baby dry.
Here is baby's cradle,
Rock-a-baby-bye.

(Use fingers.) Children love to have names substituted for "baby."

Turkey Gobbler:

When turkey gobbler's walking out
What do you think he talks about?
Gobble, gobble, gobble.
It doesn't matter what you say
He'll answer in the same queer way,
"Gobble, gobble, gobble."

Chickadees:

Five little chickadees sitting at the door,
One flew away and then there were four.
Chorus:
Chickadee, chickadee, happy and gay,
Chickadee, chickadee, fly away.

Four little chickadees sitting on a tree,
One flew away and then there were three.
Chorus:

Three little chickadees looking at you,
One flew away and then there were two.
Chorus:

Two little chickadees sitting in the sun,
One flew away and then there was one.
Chorus:

One little chickadee left all alone,
He flew away and then there was none.

(Hold fingers up and hide as counted off)

Five Little Froggies:

(Start with little finger)
This little froggie broke his toe.
This little froggie said - "oh, oh, oh!"
This little froggie laughed and was glad.
This little froggie cried and was sad.
This little froggie did what he should.
He ran for the doctor as fast as he could.

Finger Family:

(Hold up thumb)
This is the father
Who brings us our bread.
(Index finger)
This is the mother
Who puts us to bed.
(Middle finger)
This is the brother
Who plays with his ball.
(Fourth finger)
This is the sister
Who cuddles her doll.
(Little finger)
And this is the baby,
The last one of all.

Halloween:

Five little jack-o-lanterns sitting
on a gate,
The first one said, "My, it's
getting late."
The second one said, "There are
witches in the air."
The third one said, "But we
don't care."
The fourth one said, "Let's run,
let's run."
The fifth one said, "It's Halloween
fun."
Wooooooooooooooooo! went the wind,
(Count off fingers, then sweep arms.)
And out went the lights,
Those five little jack-o-lanterns ran
fast out of sight!
(Fingers "run" behind back.)

Squirrels:

(Hold up five fingers)
Five little squirrels
Playing in a tree.
The first one said,
"What's this I see?"
The second one said.
"I smell a gun."
The third one said.
"Let's run, let's run."
The fourth one said,
"Let's sit in the shade."
The fifth one said,
"I'm not afraid."
(Clap hands together)
Bang went the gun!
Away they all run.
(Fingers "run" behind
back)
Every single one!

Birthday Wish:

Hold up a candle and wish a good wish,
(Hold forefinger up)
Wish-one, two, three, - blow!
----------is four years old today,
Wish him the best that you know.

Dicky Birds:

Two little dicky birds sitting on a wall,
One named Peter, one named Paul,
Fly away Peter, fly away Paul,
Come back Peter, come back Paul.

Church Bells:

(Back of hands together - fingers
interlaced - index fingers up)

Bells high in the steeple
Call to church the people.

(Keep hands in position, reach
arms as pulling rope)

Ding, Dong, Ding, Dong,
Ding, Dong bell!

Bee Hive:

(Close fist -- thumb inside)
This is the bee hive
But where are the bees?
They're hidden inside
Where nobody sees.
Soon they'll be coming
Out of the hive.
One, two, three, four, five.
(Raise fingers one at a time)
Zizz----(Bee sound as you move
index finger to
represent bee)

Household Articles Used for Toys

Spools: Used for blowing soap bubbles; can be strung as beads.
Dress up clothes: Old dresses, hats, shoes, pocketbooks.
Cigar boxes and Cheese boxes: Make cars; attach a tin can for an engine; hollow blocks; truck bodies.
Old rolling pin: Saw off slices for wheels for pull-toys.
Tin cans: Collect various sizes to make nesting toy; remove tops carefully and paint.
Clothespins: Paint them; can be used on edge of cans; use to hang drawings on clothesline to dry or display.
Oatmeal boxes: Cradle for small dolls.
Orange crates and apple boxes: Sand and paint; make sinks, cupboards, stoves, tables, storage space.
Pieces of rope: Jumping, pulling things.
Old pots and pans: Playhouse utensils.
Old socks: For dolls.
Pieces of cloth: To make hats, masks, costumes for dramatic play.
Wrapping paper and bags: To put things in; to make hats, masks.
Things to string: Macaroni; dried seeds such as corn, peas, winged maple seeds, melon, squash, and pumpkin seeds; sea shells; popcorn; flowers; buttons; spools.
Scissors, paper, and paste: Paper chains; pin wheels, snow flakes, trace leaves on paper and cut out.

-- Students can gather the above materials to use in making play materials for playschools. --

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ACKNOWLEDGEMENTS

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University of Washington Summer Session Classes

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Cover

Photograph by Zita Lichtenberg, State Office of Public Instruction
Subject: Mike Wiens at a play school at Kennewick High School.